



Multilingüismo y AICLE

(Aprendizaje Integrado de Contenidos y Lengua Extranjera)

5-7 julio 2017

Los retos para la internacionalización y el multilingüismo en la educación

Dr. José R. Belda Medina

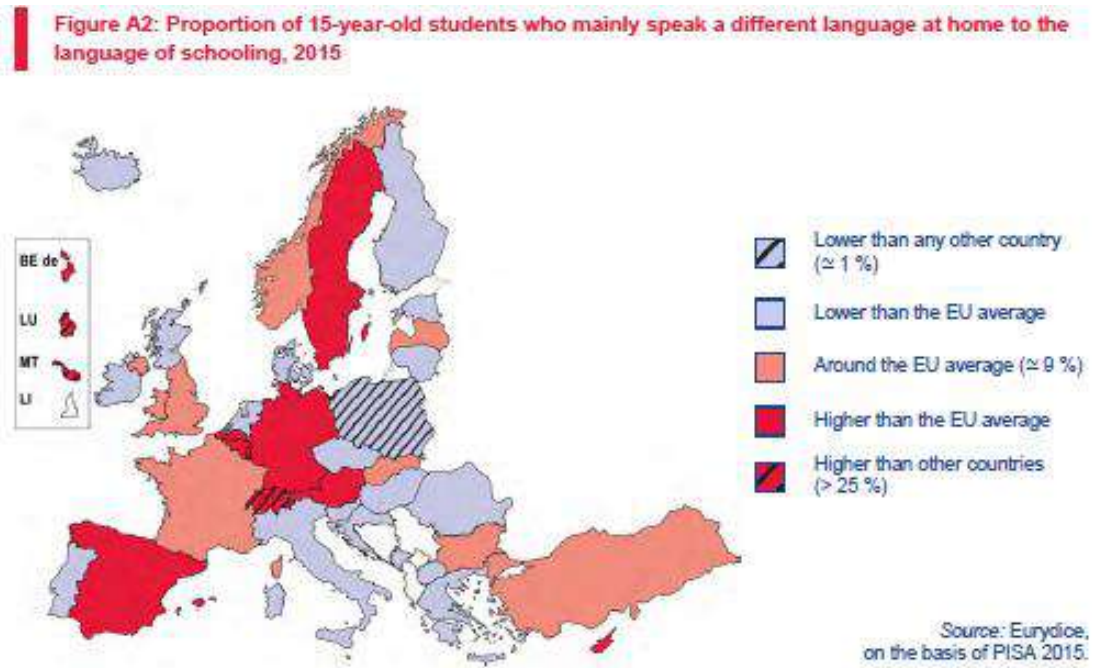
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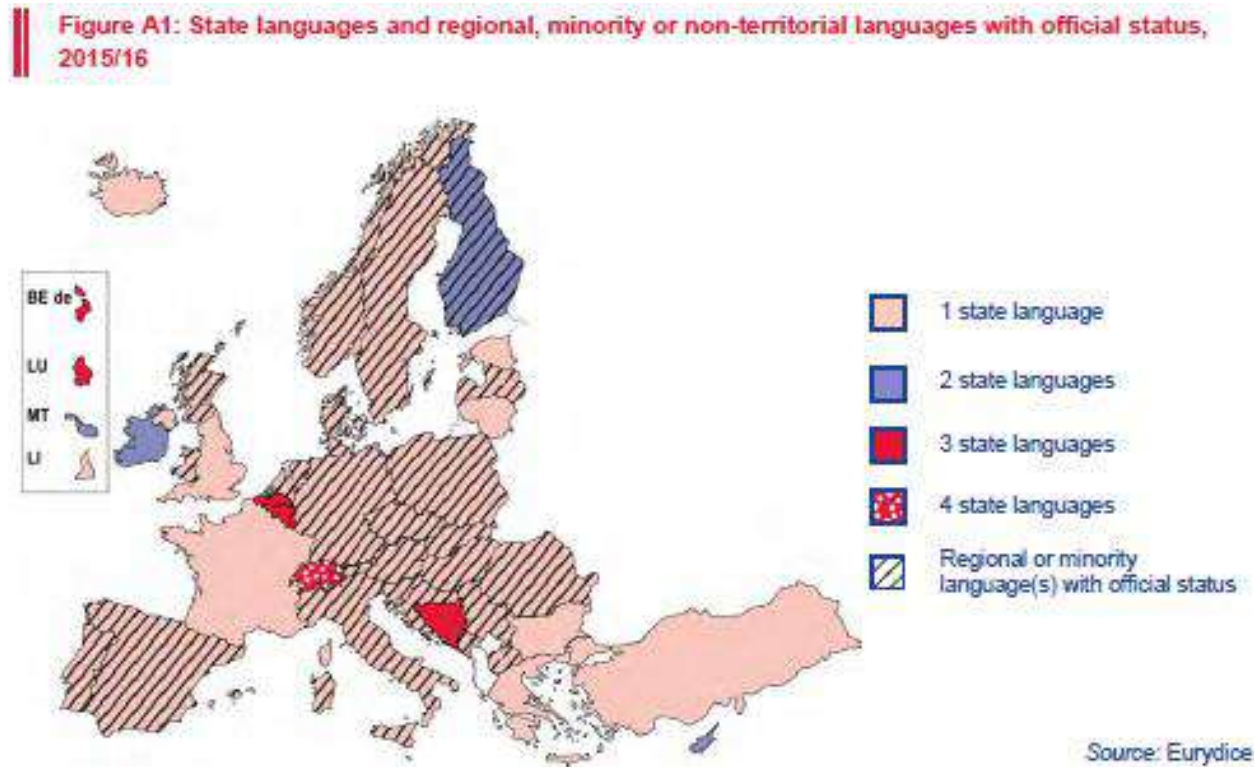
- Multilingüismo
- Plurilingüismo
- AICLE (CLIL)
- EMI
- SLA (ESL / EFL / L2)



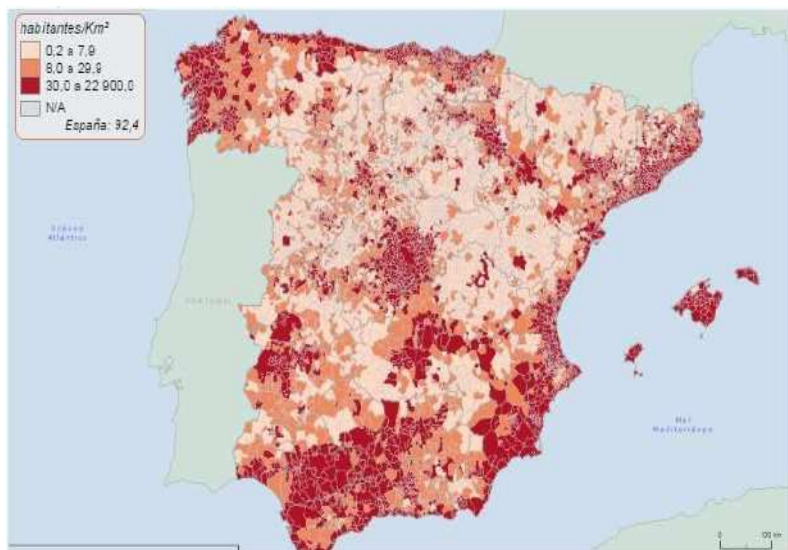
- Incremento del **multilingüismo**:
 1. Por razones **históricas y culturales**
 2. Por razones **sociales y humanitarias**:
 3. Por razones **académicas y profesionales**:
 4. Por razones **tecnológicas**



- Incremento del multilingüismo:
 - Por razones **históricas y culturales**



- Incremento del multilingüismo:
 - Por razones sociales y humanitarias:



La Laponia del Sur: una parte de España que se desangra por la despoblación
El País 26/01/2017



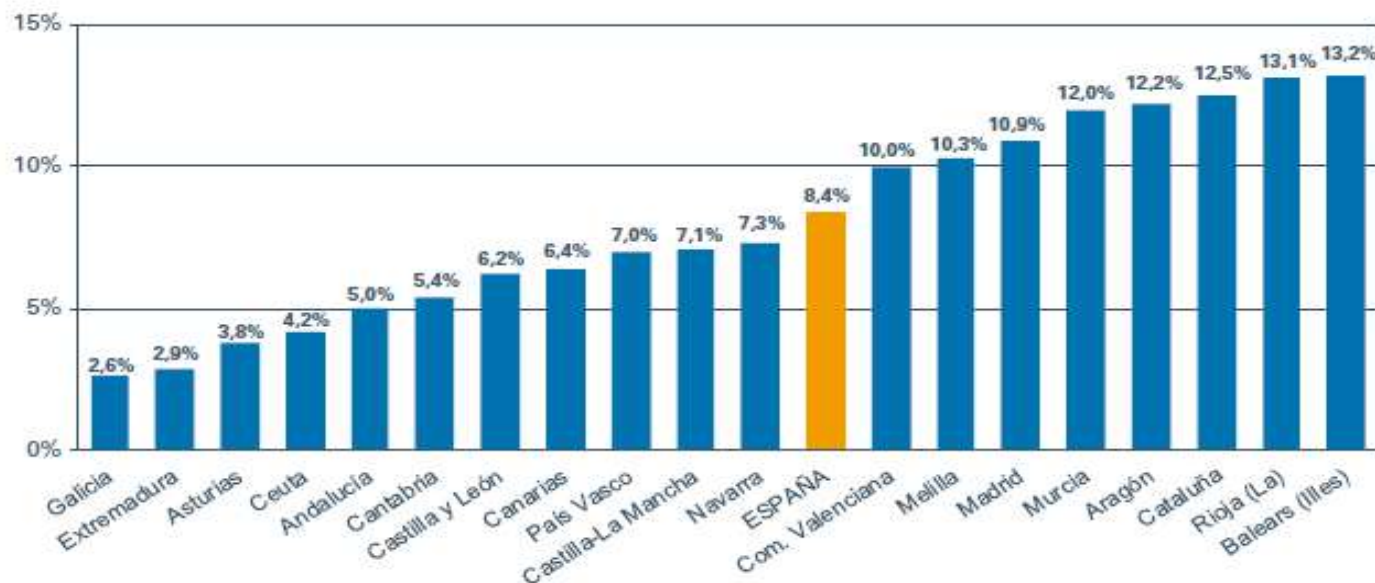
BBC news

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(1) En los cursos 2005-06 y 2010-11 se incluye alumnado extranjero de Programas de Garantía Social.



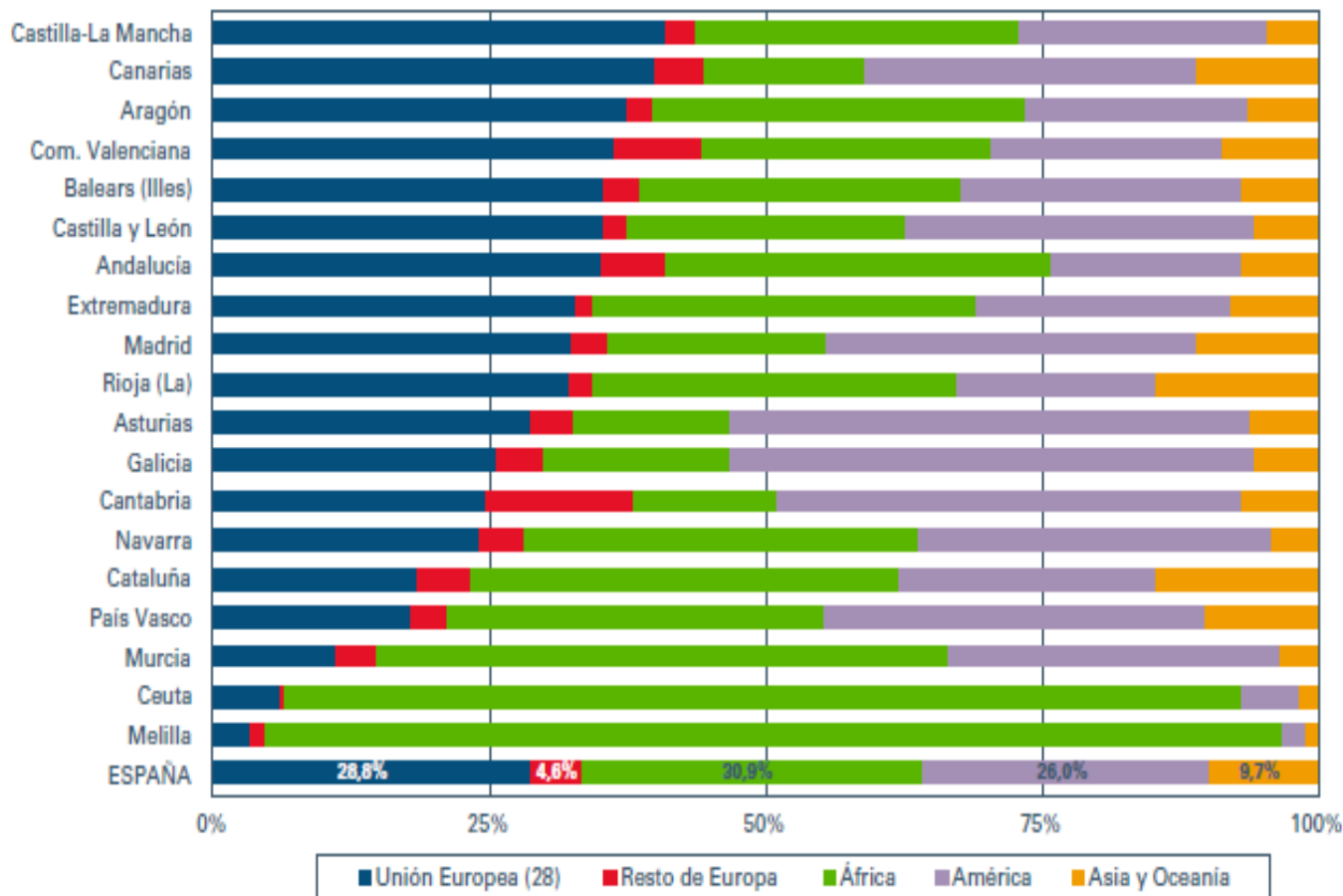
Porcentaje de alumnado extranjero sobre el total de alumnado, por comunidad autónoma. EE. Régimen General no universitarias. Curso 2015-2016



Fuente: MECD – “Datos y Cifras “ 2016-17

<https://www.mecd.gob.es/servicios-al-ciudadano-mecd/dms/mecd/servicios-al-ciudadano-mecd/estadisticas/educacion/indicadores-publicaciones-sintesis/datos-cifras/Datosycifras1617esp.pdf>

Distribución porcentual del alumnado extranjero por procedencia geográfica. Curso 2015-2016



- Incremento del multilingüismo:
 - Por razones académicas y profesionales:

LEADING PLACES OF ORIGIN OF INTERNATIONAL STUDENTS BY HOST COUNTRY



*Dominican Republic data reflects full-degree MESCyT scholarships only.

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Por razones **tecnológicas**

Presencia de las NT (era digital)

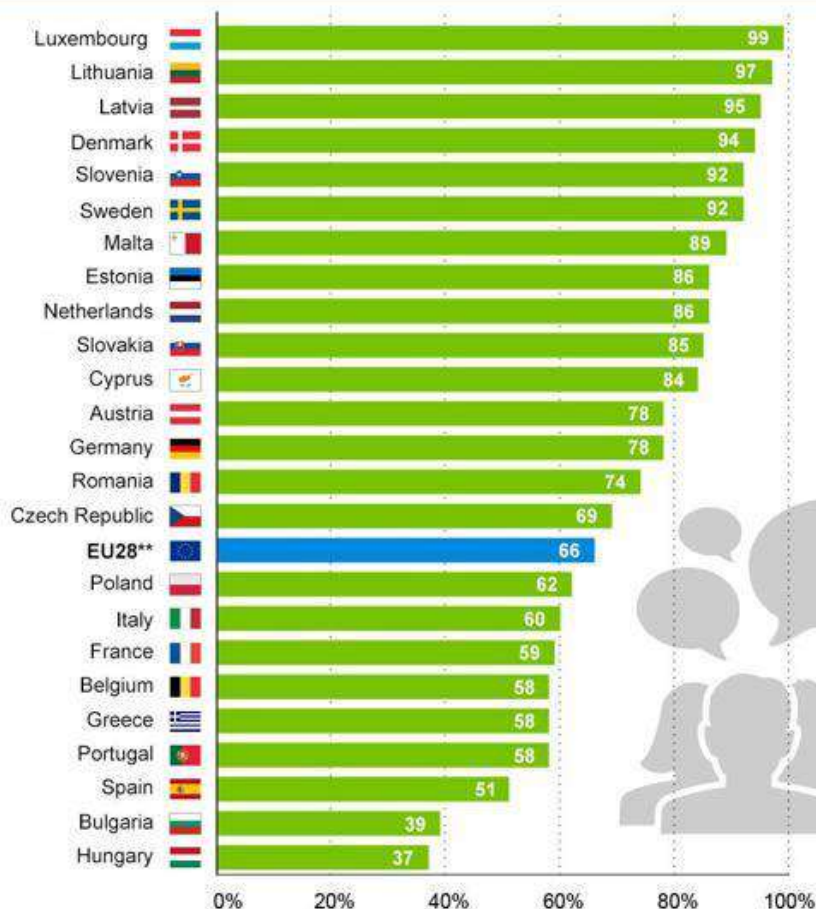


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Two Thirds of Working-Age Europeans Know a Foreign Language

Share of the population stating they know at least one foreign language*



* Aged 25-64

**EU28 aggregate includes only Member States for which data is available

statista
The Statistics Portal

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Sources: Eurostat

<http://www.ecml.at/>


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Promoting excellence in language education

European Centre for Modern Languages of the Council of Europe

Language teacher competences	Migration and language education	Sign languages	Plurilingual education	New media in language education	Mobility and intercultural learning
Evaluation and assessment	Employment and languages	Early language learning	Content and language integrated learning	Languages of schooling	CEFR and ELP

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The ECML is a unique institution whose mission is to encourage excellence and innovation in language teaching and to help Europeans learn languages more efficiently. Our vision: A Europe committed to linguistic and cultural diversity... [Find out more about the ECML](#)

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www.ecml.at/Thematareas/ContentandLanguageIntegratedLearning/tabid/1625/language/en-GB/Default.aspx



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Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) and bilingual education are increasingly popular across Europe. The ECML supports CLIL teachers and teacher trainers not only to take account of and strengthen the language component in subject learning but to focus on the development of cognitive and academic literacies.

INTRODUCTION

RESOURCES

ECML PROJECTS

ECML TRAINING AND
CONSULTANCY

Introduction

Content and Language Integrated Learning (CLIL) plays an increasingly important role in language education, both as a feature of foreign language teaching and learning, and as an element of bilingual and plurilingual education. As learners develop their language competences, they are able to deal with evermore complex topics, so teaching material needs to offer learners interesting and challenging subject matter. One way to do this is through CLIL where language and subject teachers work together; language teachers acquire subject knowledge and subject teachers acquire expertise in combining language development with teaching the content effectively. Recent developments in CLIL have

Featured resources

A PLURILITERACIES APPROACH TO TEACHING FOR LEARNING

A pluriliteracies approach builds on CLIL approaches to help learners become better meaning-makers, who can draw on content knowledge to communicate successfully across languages, disciplines and cultures. In this way it promotes deep learning and helps develop responsible, global citizens.



Available in English

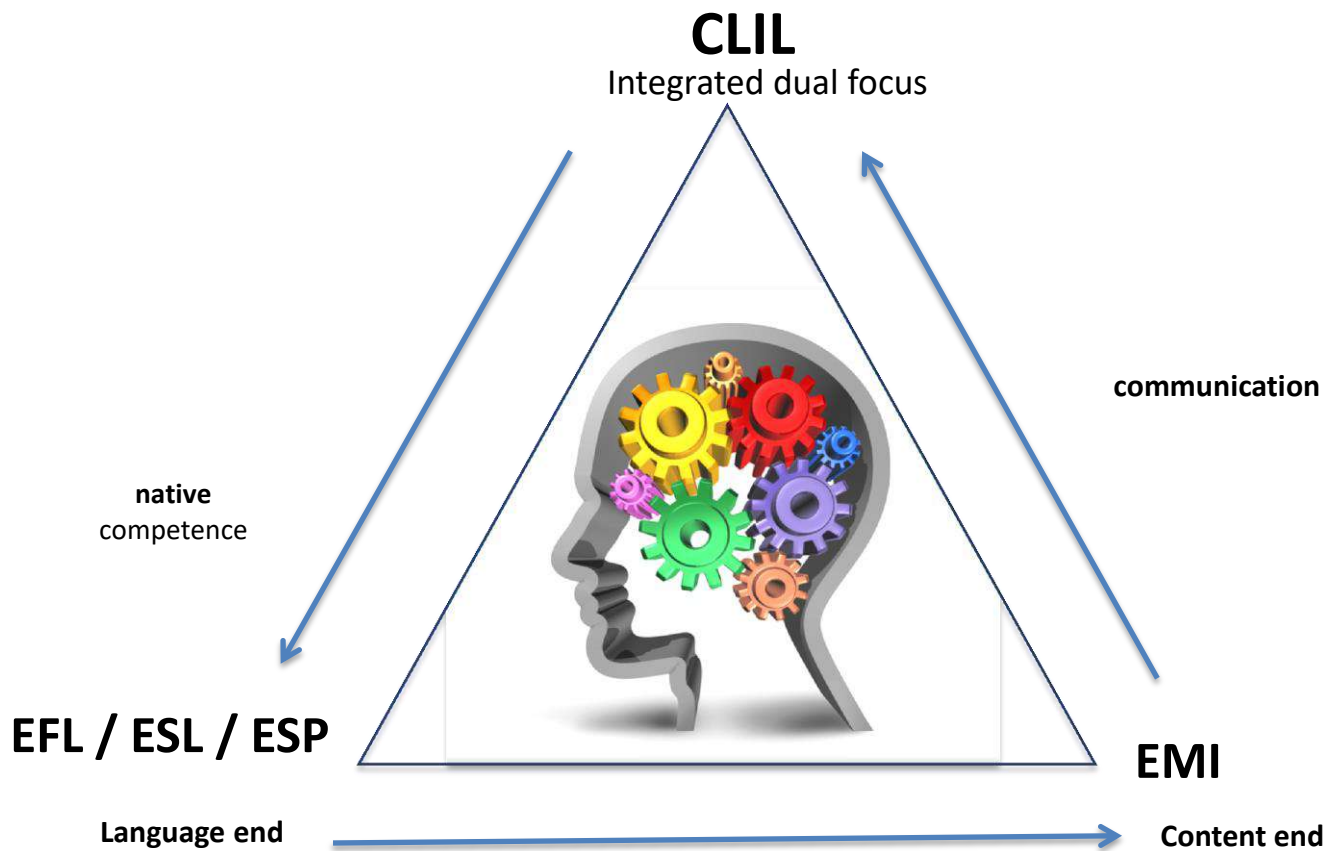


• AICLE

- Orígenes: década **1990** (Marsh 1994)
- **bilingüismo** (EEUU), **inmersión** lingüística (Canadá) y **escuelas internacionales** (Europa) en 1950 y 1960
- CLIL como “**umbrella term**” (Marsh 2005)

CALLA - Cognitive academic language learning;
CBI – Content-based instruction;
CBLI – Content-based language instruction;
CBLT – Content-based language teaching;
EMI – English as a medium of instruction;
FLIP – Foreign language immersion program;
LAC – Language across the curriculum;
LBCT – Language-based content teaching;
LEE - Language-enriched education;
LAL - Learning through an additional language;
MLAC - Modern languages across the curriculum;
TFL -Teaching through a foreign language;
TBE - Transitional bilingual education;
WAC – Writing across curriculum



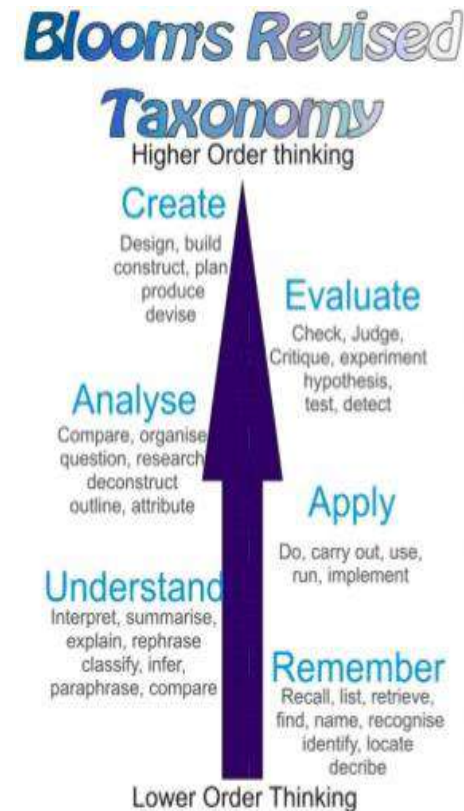


Fuente: elaboración propia

	FLT (ESL)	EMI	CLIL
Prioridad	L2	contenidos	L2 y contenidos
Docencia	Profesor L2	Prof. de contenidos	Prof. de contenidos (L2 ?)
materiales	L2	contenidos	integrados
Metodología	FLT	CBT	CALP
Evaluación	lengua	contenidos	Lengua & contenidos

• Ventajas:

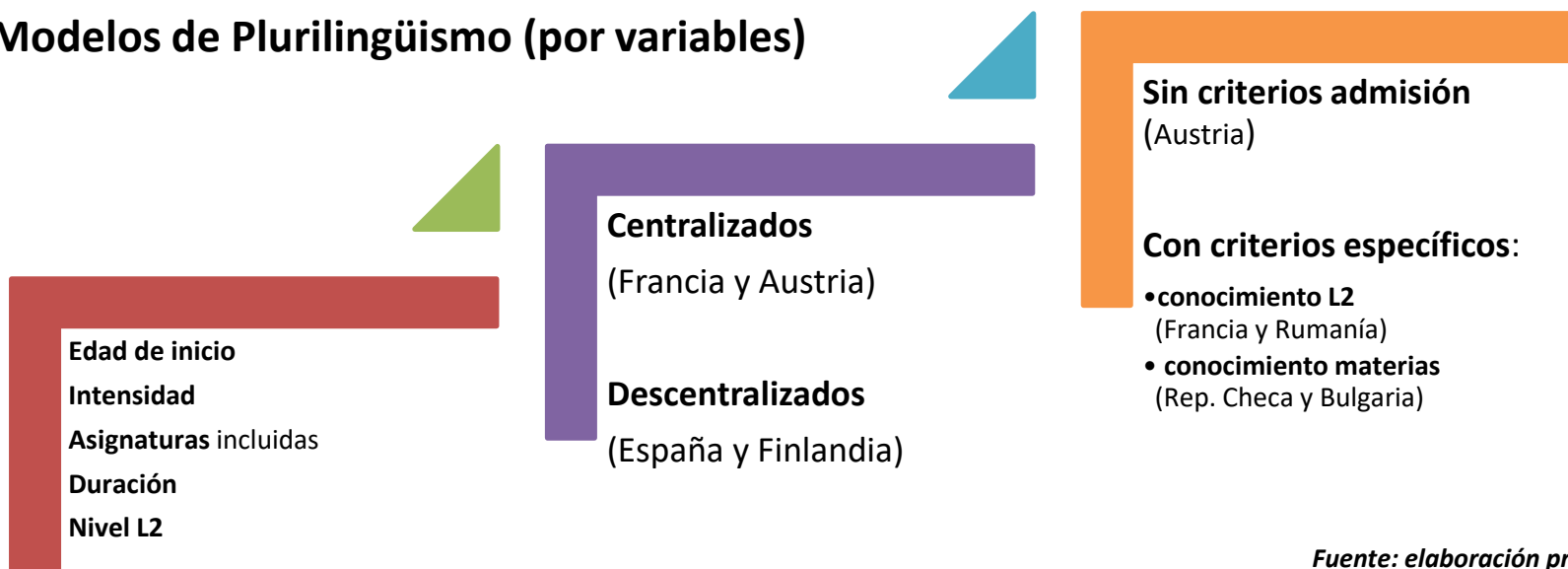
1. Desarrollo de la **capacidad lingüística**
2. Incremento del **conocimiento metalingüístico**
3. Factor **motivador** en el aula
4. Modelo **integrador**
5. Aumento de la comunicación **intercultural**
6. Incremento de la **interacción**, la **cooperación** y el aprendizaje **inter pares**
7. Desarrollo de las destrezas **cognitivas** de orden superior (**creatividad**) 'creación de conocimiento' vs 'transmisión de conocimiento'
8. Asegura un aprendizaje **sostenible** y duradero



Modelos de Plurilingüismo (por nº L2)

Monolingüe	Bilingüe	Multilingüe	Plurilingüe
<ul style="list-style-type: none"> • 1 asignatura en L2 • Eslovenia 	<ul style="list-style-type: none"> • 50% o + del currículum en L2 • Holanda y Canadá 	<ul style="list-style-type: none"> • Currículum integrado en 3 o + lenguas • Cataluña y País Vasco 	<ul style="list-style-type: none"> • Varios idiomas mediante CLIL • Australia

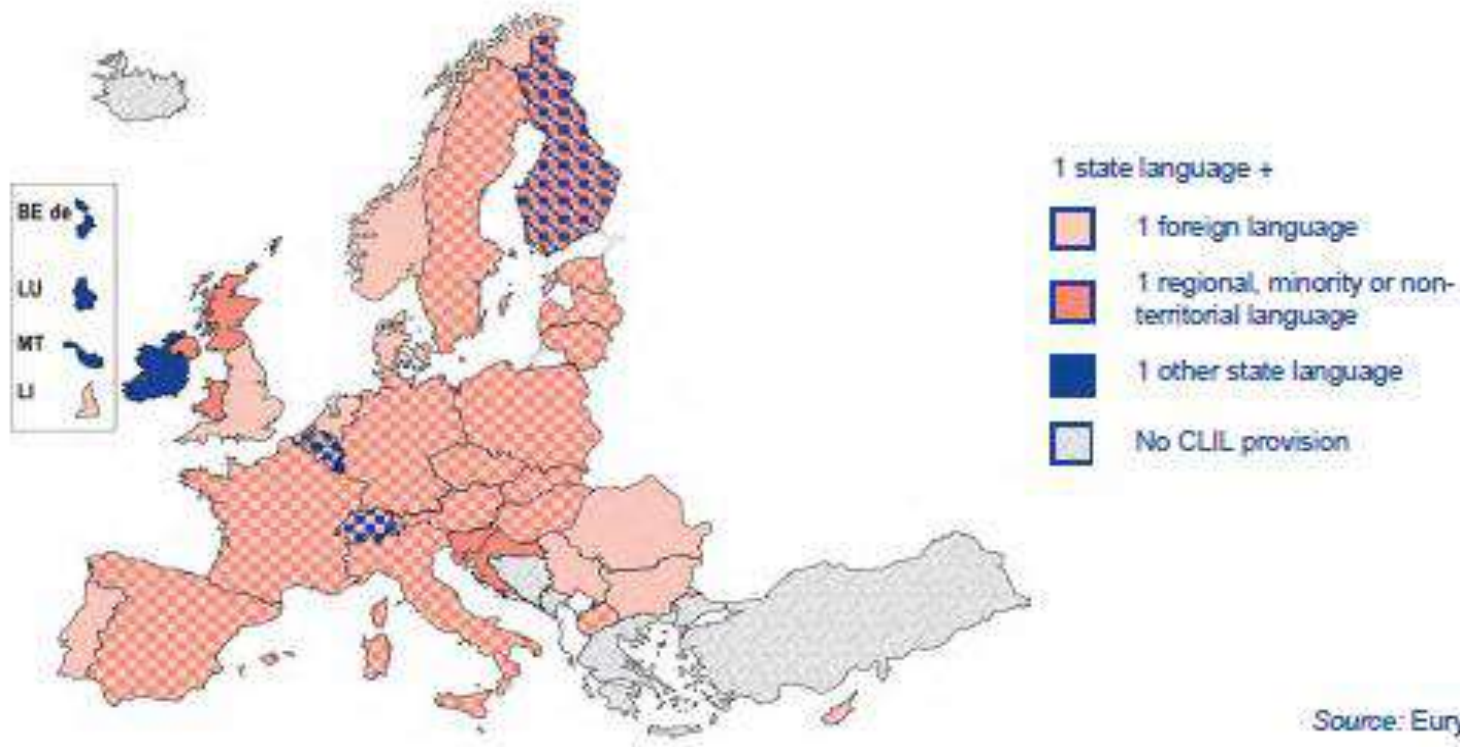
Modelos de Plurilingüismo (por variables)



Fuente: elaboración propia

Los retos para la internacionalización y el multilingüismo en la educación

Figure B14: Status of target languages taught through CLIL in primary and/or general secondary education (ISCED 1-3), 2015/16



Planificación

Implementación

Supervisión

Evaluación

Factores:

- ¿A qué **edad**? (temprana vs tardía)
- ¿En qué **niveles**? (simultánea vs secuencial)
- ¿Qué **asignaturas**? (compuesto vs coordinado)
- ¿Qué **porcentajes**? (creciente vs decreciente)
- ¿Cuál debe ser la presencia de la/s **lengua/s oficiales**? (mayoritarias y minoritarias)

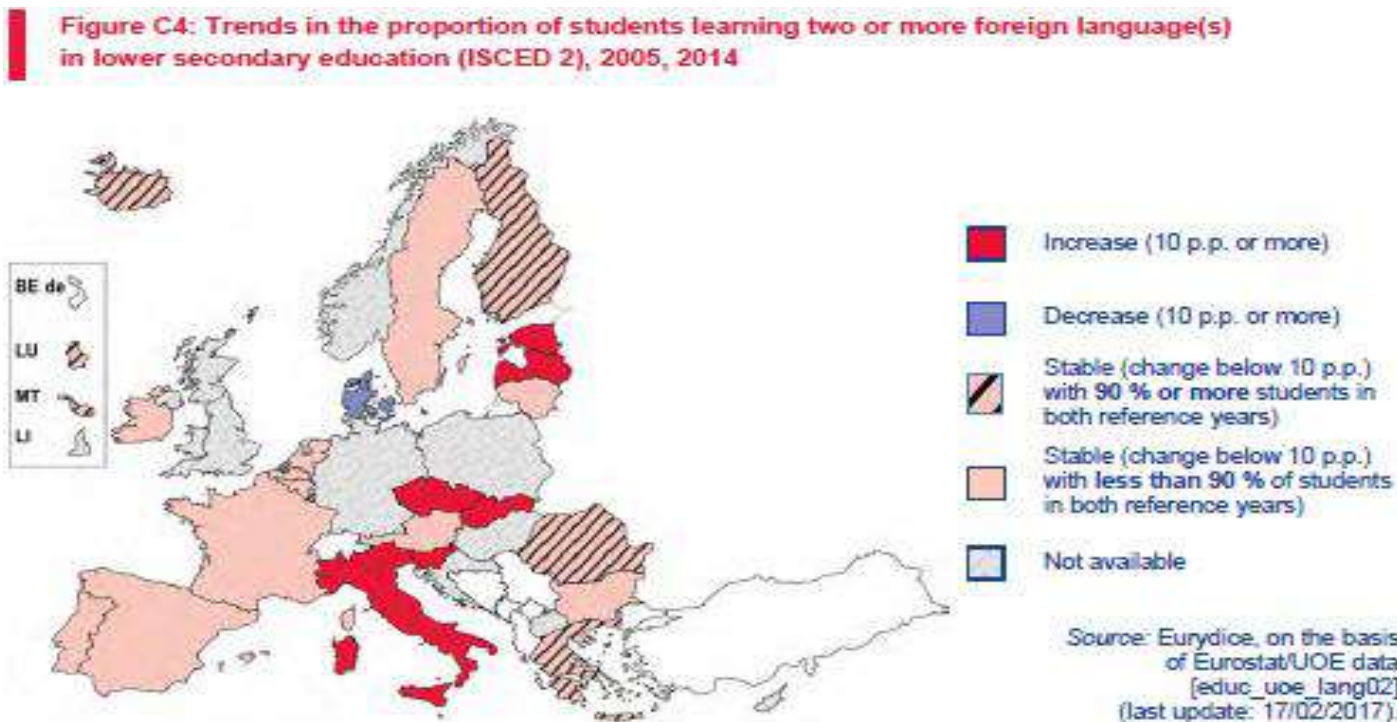
• Planificación por etapas:

- CLIL en infantil y primaria
- CLIL en secundaria
- CLIL en VET
- CLIL en universidad
- CLIL en LLP



• AICLE en EUROPA:

- **Norte:** Suecia, Noruega, Estonia y especialmente **Finlandia** (Marsh, Merisuo-Storm, Jäppinen, Södergard, Bergroth, Järvinen)
- **Centro:** Suiza (Gassner 2006), Alemania (Zydati 2007), Austria (Seregély 2008) y muy especialmente **Holanda** (Admiraal 2006)
- **Este:** **Rep Checa** (Novotná 2007), Polonia (Luczywek 2009), Hungría (Kovács 2005)
- **Sur:** Italia (Infante 2008), **España** (Fortanet 2009, Ruiz de Zarona y Lasagabaster 2010)
- **Reino Unido** (Coyle 2010)

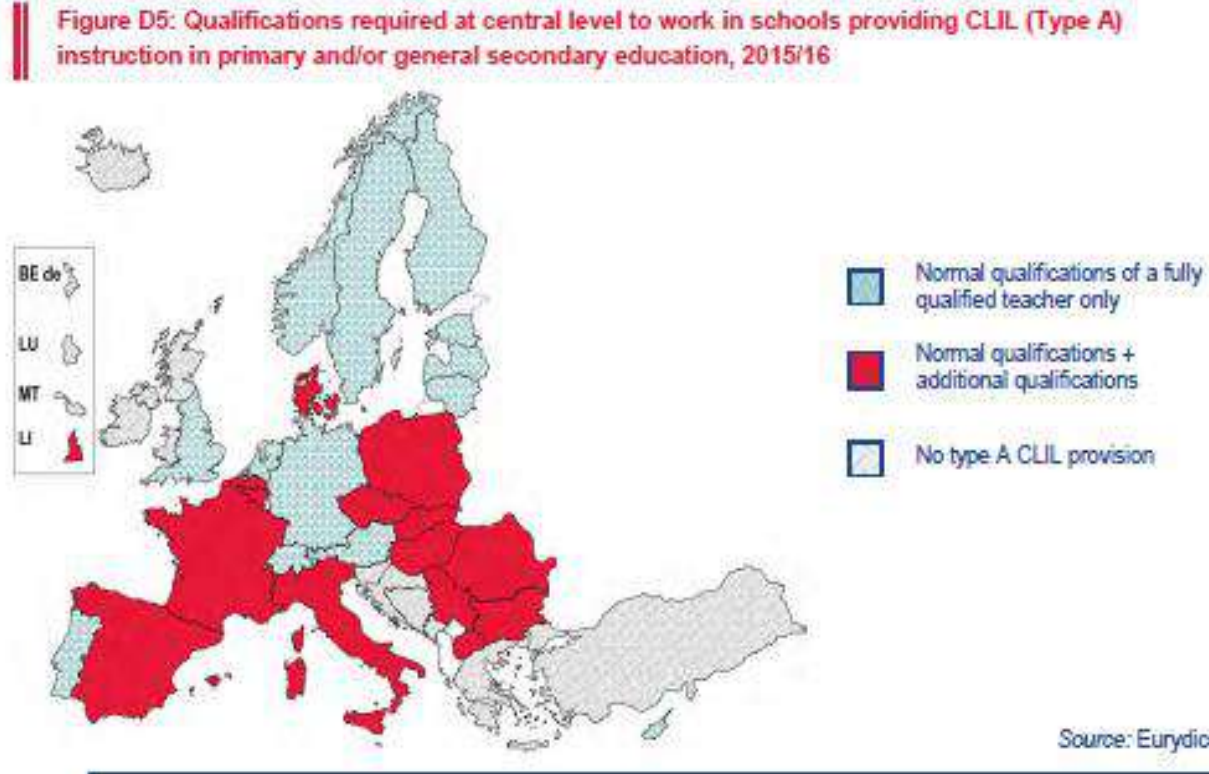


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• CLIL profesorado (formación):

- 3 pilares: conocimiento de L2, conocimiento de materia, metodología AICLE
 - **Formación** lingüística y metodológica (**pre-** e **in-service training**)
 - **Apoyo** de personal nativo
 - Apoyo **material** y técnico
 - **Reconocimiento**



- **Retos de las CLIL:**
 - Aspectos **educativos**:
 1. **Integración** de lengua y contenido y **metodología**
 2. **Formación del profesorado**
 3. **Evaluación** - *'quality assurance measure'*
 4. **Diversificar** CLIL a otras lenguas
 - Aspectos **socio-culturales y políticos**:
 1. **Planes** de implementación **coherentes y duraderos**
 2. **Atención a la diversidad**
 3. Garantizar la **igualdad**
 4. **Impacto** de CLIL (inglés) sobre lenguas autóctonas



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